

**COURSE DATA****Data Subject**

|                      |                 |
|----------------------|-----------------|
| <b>Code</b>          | 33726           |
| <b>Name</b>          | Social pedagogy |
| <b>Cycle</b>         | Grade           |
| <b>ECTS Credits</b>  | 6.0             |
| <b>Academic year</b> | 2023 - 2024     |

**Study (s)**

| <b>Degree</b>             | <b>Center</b>                                  | <b>Acad. year</b> | <b>Period</b> |
|---------------------------|------------------------------------------------|-------------------|---------------|
| 1307 - Degree in Pedagogy | Faculty of Philosophy and Educational Sciences | 2                 | First term    |

**Subject-matter**

| <b>Degree</b>             | <b>Subject-matter</b>                 | <b>Character</b> |
|---------------------------|---------------------------------------|------------------|
| 1307 - Degree in Pedagogy | 68 - Socio-educational intervention I | Obligatory       |

**Coordination**

| <b>Name</b>                    | <b>Department</b>      |
|--------------------------------|------------------------|
| MARTINEZ AGUT, MARIA DEL PILAR | 335 - Education Theory |

**SUMMARY**

This subject, located in the scientific framework of the Theory of Education, concerns the introduction of the professional of Pedagogy in the different areas of Social Pedagogy. Furthermore, it is necessary to bring together claus vinculats a l'acció and socio-educational intervention and that the social educators have to have a training that they will always act on from this perspective.

Cal assenyalar that the matèria presents differentiated parts: conceptual approach to Social Pedagogy; origin and historical evolution of Social Pedagogy; Àmbits d'intervenció en Pedagogia Social; qualitative research in Social Pedagogy i claus per al disseny d'un projecte socioeducatiu.

It is a theoretical, methodological, applied and critical perspective that, together with educational action, shares a dynamic social reality and, for that matter, the pedagogue or pedagogue haurà to constantly ask about this situation and the col·lectiu amb el what treballa.



It is also expected that the future pedagogy, from the organització in which dugui a terme the seva tasca diària, followed capaç de dissenyar and carry to the practical training programs for different recipients, conjugant les seves necessitats i de l'organització. S'enfronta, així mateix, l'acció pedagògica, el seu ensenyament i avaluació. It is donated for the design of programs in tots els àmbits de l'educació social.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Social pedagogy is a second-year course. There are compulsory subjects that constitute the first important conceptual basis for our students and will facilitate the understanding of many aspects worked in our subject. In particular, are especially important: "Historical Foundations of Education", "Introduction to educational research", "Theory of Education", "Strategies for learning and participation in college," "Developmental Psychology in Education" and "Anthropology of Education."

## OUTCOMES

### 1307 - Degree in Pedagogy

- Develop organisational and planning skills.
- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Develop strategies and techniques to promote participation and lifelong learning.
- Develop quality management models and processes for education and training.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.
- Be able to advise on the pedagogical use and curricular integration of teaching media.



- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad crítica y autocrítica.
- Capacidad para reconocer y valorar los procesos afectivos.
- Facilitar y gestionar la cooperación en los procesos educativos y profesionales.
- Skills in analysis and synthesis.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de gestión de la información.
- Capacidad de trabajar en equipos multi e interdisciplinares.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Capacidad de aprendizaje autónomo a lo largo de la vida.
- Capacidad de adaptación a situaciones nuevas.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Capacidad para realizar investigación educativa en diferentes contextos.
- Iniciativa y espíritu emprendedor.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.

## LEARNING OUTCOMES

1. Delve into the conceptual and historical foundations of Social Pedagogy as a social and pedagogical science.
2. Analyze the basic differences between the main intervention techniques in the socio-educational field.
3. Clarify the differences between different approaches to the research framework in Social Pedagogy.
4. Deepening in the different areas and intervention processes of Social Pedagogy.
5. Prepare a socio-educational intervention project.
6. Assume the social responsibility of education professionals.
7. Know how to apply group dynamization techniques
8. Respond with sensitivity to socio-educational problems and demands.
9. Develop a critical spirit in the face of social problems.



## DESCRIPTION OF CONTENTS

### 1. Conceptualization of Social Pedagogy

### 2. Origin and historical evolution of Social Pedagogy

### 3. Àmbits d'intervenció of Social Pedagogy

### 4. Qualitative Research in Social Pedagogy

### 5. Design and development of a socio-educational intervention project

## WORKLOAD

| ACTIVITY                                     | Hours         | % To be attended |
|----------------------------------------------|---------------|------------------|
| Theory classes                               | 45,00         | 100              |
| Classroom practices                          | 15,00         | 100              |
| Attendance at events and external activities | 5,00          | 0                |
| Development of group work                    | 20,00         | 0                |
| Development of individual work               | 10,00         | 0                |
| Study and independent work                   | 18,00         | 0                |
| Readings supplementary material              | 10,00         | 0                |
| Preparation of evaluation activities         | 8,00          | 0                |
| Preparing lectures                           | 15,00         | 0                |
| Preparation of practical classes and problem | 4,00          | 0                |
| <b>TOTAL</b>                                 | <b>150,00</b> |                  |

## TEACHING METHODOLOGY

The methodology that will be carried out in this subject starts from the premise that the students are an active and fundamental part in the dynamics of the class.

Depending on the learning objectives, different methods will be used that will be specified in the different activities (lectures, practical sessions, tutorials, seminars, dialogical gatherings, etc.): expository methodology, cooperative work, group discussion, readings and individual essays, debates, practical and application activities both individual and group.



In the theoretical classes an expository and participatory methodology will be used with the application of group dynamics techniques.

The development of practical classes will be guided in a guide that will be made available to the students. Timely completion and presentation of the internship reports will be announced in advance.

Throughout the course, the student will compile a series of documents and make a series of readings and activities for the preparation and study of the subject; these documents, readings and activities must be specified and related in a didactic folder or portfolio that each student will deliver to the teacher, on the dates that are duly notified.

Team work. During the course of the course, the students will carry out a project on topics proposed by the teacher in any of the areas of Social Pedagogy. There will be a follow-up and orientation in group tutorials by the teacher. The project will be delivered in writing to the teacher and will be presented in class orally on the agreed date.

## EVALUATION

1. **Portfolio:** Collection of evidence of the work done (depending on the attendance to the classes, reflections on readings made, attendance at seminars, the presentation of practices, reports, essays and, in general, productions of the student throughout of their learning process).
2. **Evaluation and Exhibition of a guided written work,** taking into consideration (a) the bibliographic search and information skills, (b) the temporary organization of the work done, (c) the organization of ideas and arguments expressed, (d) the writing and adequate exposure, (e) the originality, current relevance of the topic.
3. **Individual written final test,** with which will be evaluated (a) the acquisition of knowledge, (b) its adequate understanding, (c) the ability to exhibit and argue; and (d) the ability to apply that knowledge to issues and problems of the branch of knowledge of Social Pedagogy.
4. **Final self-evaluation of the student,** where autonomy and self-critical ability will be assessed to judge one's own achievements.

### General evaluation criteria:

- Assistance to theoretical-practical sessions, seminars and joint activities.
- Active participation, commitment and interest.
- Domain and conceptual precision.
- Clarity in the exhibition and synthesis capacity.
- Structured, systematic and documented exhibition.
- Personal, critical and informed elaboration of what has been learned.
- Grammatical and orthographic correction.
- Compliance with the deadlines set during the course.



## REFERENCES

### Basic

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- GARCÍA RAGA, L. y SAHUQUILLO, P. (2010). Fundamentos básicos de Pedagogía Social. Tirant lo Blanc.
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- García-Raga, L. (2021). Pedagogía Social. Educar para transformar. Tirant lo Blanch.
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- NATORP, P. (2001). Pedagogía Social. Teoría de la voluntad sobre la base de la comunidad. Madrid: Biblioteca Nueva.
- NUÑEZ, V. (2002) (Coord.). La educación en tiempos de incertidumbre: las apuestas de la Pedagogía Social. Barcelona: Gedisa
- PARCERISA A. (1999). Didáctica en la educación social. Graó.
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- QUINTANA, J. M. (1994). Pedagogía Social. Dykinson.
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### Additional

- DELANTY, G. (2006): Community: Comunidad, educación ambiental y ciudadanía. Barcelona. Graó.
- DEL RINCÓN IGEA, B. (2001): Presente y futuro del trabajo psicopedagógico. Ariel. Barcelona.
- FERMOSO, P. (1994): Pedagogía Social. Fundamentación Científica. Herder. Barcelona.
- GUILLET, J.C. (2006): La animación en la comunidad: un modelo de animación socioeducativa. Barcelona. Graó
- LEBRERO, M. P.; MONTOYA, J. y QUINTANA, J. M. (2003): Pedagogía Social. Universidad Nacional de Educación a Distancia. Madrid.
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- ORTEGA, J. (Coord.) (1999): Educación Social Especializada. Educación con menores en dificultad y en conflicto social. Ariel. Barcelona.
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en conflicto social. Ariel. Barcelona.

SALES, A. Y GARCÍA, R. (1997): Programas de educación intercultural. Desclée de Brouwer.

UCAR, X. y LLENA, A.(2006): Miradas y diálogos en torno a la acción comunitaria. Barcelona. Graó

- Legislación básica

-DECLARACIÓN UNIVERSAL DE LOS DERECHOS HUMANOS (1948, 10 de diciembre), Naciones Unidas.

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-LLEI 5/1982, Estatuto de Autonomía de la Comunidad Valenciana

-LOGSE

- Ley Orgánica 1/1996 de 15 de enero de protección jurídica del menor, de modificación parcial del código civil y de la ley de enjuiciamiento civil.

- Ley de la C:A. de valencia 15/2003 de 24 de noviembre de creación del Colegios Oficial de Educadores Sociales de la Comunidad Valenciana.

-Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE) (BOE 4 mayo 2006)

-LEY 39/2006, de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las personas en situación de dependencia (BOE 15 diciembre de 2006)

- Ley 8/2006 de responsabilidad penal del menor.

-Ley de la Comunidad Autónoma de Valencia 8/2008, de 20 de junio, de la Generalitat, de los derechos de salud de niños y adolescentes.

- REVISTES:

Revista Interuniversitaria de Pedagogía Social <https://recyt.fecyt.es//index.php/PSRI>

Revista Interuniversitaria de Teoría de la Educación

Revista Quaderns d Educació Social <http://www.ceesc.cat/>

PÀGINES WEB:

Sociedad Iberoamericana de Pedagogía Social (SIPS): <http://www.sips.es>

Sociedad Española de Pedagogía: <http://www.uv.es/soespe/>

El portal de la Educación Social. <http://www.eduso.net>